

Cumwhinton School Curriculum - Art Y5 AUT

Year 5	National Curriculum	<p>Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.
Year 5	NC Content Breakdown	<p>Drawing Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects. Can draw lines, shapes, and forms neatly and evenly with more confidence, blending tones from light to dark smoothly. They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. Awareness of various mark making techniques for purpose & intention.</p> <p>Painting Pupils know and care for painting equipment. Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands. They should learn how to control the amount of paint they need to use and/or use water to preserve finer details.</p> <p>Sculpture Design and make more complex Forms in 3 dimensions, using a range of modelling materials, understanding how to finish work to a good standard.</p> <p>Study significant works of art using the following method: Content - Describe the art. Social, historical factors affect the work. Process - When & how made? What materials & techniques are used? Formal elements - line, tone, colour, shape, form, comp, pattern, texture. Mood - what emotions does the work convey?</p> <p>Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from artist's studies to produce original work. Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes. Use a sketchbook for pleasure, recording, ideas & expression so their sketchbook becomes a very personal space. Take risks when trying out materials, investigate and explore the properties of materials. Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making. Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty. Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this.</p>

Art and Design

Technical Proficiency - Understanding and Applying knowledge - Creativity - Personal Development

Art and Design across Year 5

	AUTUMN	SPRING	SUMMMER
Technical Proficiency	<p>Drawing Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects. Can draw lines, shapes, and forms neatly and evenly with more confidence, blending tones from light to dark smoothly. They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. Awareness of various mark making techniques for purpose & intention.</p>	<p>Painting Pupils know and care for painting equipment. Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands. They should learn how to control the amount of paint they need to use and/or use water to preserve finer details.</p>	<p>Sculpture Design and make more complex Forms in 3 dimensions, using a range of modelling materials, understanding how to finish work to a good standard.</p>
Understanding and Applying knowledge	<p>Study significant works of art using the following method: Formal elements - line, tone, colour, shape, form, comp, pattern, texture. Mood - what emotions does the work convey?</p>	<p>Study significant works of art using the following method: Content - Describe the art. Social, historical factors affect the work. Process - When & how made? What materials & techniques are used? Formal elements - line, tone, colour, shape, form, comp, pattern, texture. Mood - what emotions does the work convey? Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from artist's studies to produce original work.</p>	<p>Study significant works of art using the following method: Content - Describe the art. Social, historical factors affect the work. Process - When & how made? What materials & techniques are used? Formal elements - line, tone, colour, shape, form, comp, pattern, texture. Mood - what emotions does the work convey? Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from artist's studies to produce original work.</p>
Creativity	<p>Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes. Use a sketchbook for pleasure, recording, ideas & expression so their sketchbook becomes a very personal space. Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.</p>	<p>Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes. Use a sketchbook for pleasure, recording, ideas & expression so their sketchbook becomes a very personal space. Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.</p>	<p>Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes. Use a sketchbook for pleasure, recording, ideas & expression so their sketchbook becomes a very personal space. Take risks when trying out materials, investigate and explore the properties of materials. Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.</p>
Personal Development	<p>Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty. Make careful and considerate judgments about own & others work without comparing their own work to that of others.</p>	<p>Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty. Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation</p>	<p>. Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty. Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to</p>

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CONCEPTUAL SCHOOL AMBITION DRIVERS

	EYFS & KS1	LKS2	UKS2
AUT	Diversity	Fairness	Individuality
SPR	Truth	Change	Resilience
SUM	Responsibility	Equality	Sustainability

**Art and Design- AUTUMN YEAR 5
HUMANITY - INDIVIDUALITY**

Technical Proficiency - Understanding and Applying knowledge - Creativity - Personal Development

	NC	CUMWHINTON CURRICULUM
Finding out (Facts & Knowledge)	Study significant works of art using the following method: Formal elements - line, tone, colour, shape, form, comp, pattern, texture. Mood - what emotions does the work convey?	Ian Murphy About Ian Murphy - Ian Murphy Artist Find out about what inspired this artist, why is famous? What are his key techniques analyse his work looking for Vocab – 2d and 3d geometric forms, pillars, lines, shape, form, objects Skills – blend tones from light to dark smoothly, control the amount of force and pressure. Being aware of the purpose and intent of marks
Using (Applying & analysing)	<p><i>Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects.</i></p> <p><i>Can draw lines, shapes, and forms neatly and evenly with more confidence, blending tones from light to dark smoothly. They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks.</i></p> <p><i>Awareness of various mark making techniques for purpose & intention.</i></p> <p><i>Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes. Use a sketchbook for pleasure, recording, ideas & expression so their sketchbook becomes a very personal space.</i></p> <p><i>Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.</i></p>	In sketchbooks, create curves using shade and light. The importance of space, what is left blank is as important as what is filled with shade. Use different techniques for shading and different weights of pencils to give a different effect and different depth of shade, Children to practise different viewpoints of buildings, columns, pillars, steps, Final piece to create their own art work inspired by Murphy
Concluding (Evaluating & summarising)	<p><i>Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty.</i></p> <p><i>Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this.</i></p>	Evaluate their sketch book work, looking at which technique is their preferred style and is their technique the most effective for each part of the drawing. Reflect on their own other's work offering advice using formal language as stated above.